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ABSTRACT

The Illinois Model Early Childhood Parental Training Program was implemented to help parents develop skills needed to foster their children's health and enhance their children's readiness for school. This report presents a summary and analysis of the annual evaluation data obtained from school districts participating in the program for the 1990-91 school year, the first full year of implementation. The report contains the following sections: Highlights; Introduction; Data Limitations; Program Description; Parent Characteristics; Evaluation; and Conclusions. A total of 10,819 workshops were conducted in 7 basic areas of parenting, and about 60 special events and family activities were organized throughout the year. The report concludes that most parents reacted very favorably and enthusiastically to the program. Appendices include program goals and Public Act 85-1046 (the legislation mandating this type of program); a list of special events conducted by the program throughout the year; lists of advisory board members and collaborating agencies and programs; the parent training program evaluation form; and parent comments. Eleven data tables are also included. (MM)

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ED358961

**ILLINOIS MODEL EARLY CHILDHOOD
PARENTAL TRAINING PROGRAM
FY 91 SUMMARY REPORT**

**ILLINOIS STATE BOARD OF EDUCATION
Department of Planning, Research and Evaluation**

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August 1992

**Louis Mervis
Chairman
State Board of Education**

**Robert Leininger
State Superintendent
of Education**

PS 021492

FOREWORD

This document presents a summary and analysis of the annual evaluation data obtained from school districts participating in the Illinois Model Early Childhood Parental Training program for the 1990-91 school year.

For further information concerning this report, please contact Kalpana Desai, Department of Planning, Research and Evaluation, Illinois State Board of Education at 217/782-3950.

The interpretations and conclusions expressed herein have been prepared by staff and do not necessarily reflect the position or the policy of the Illinois State Board of Education.

TABLE OF CONTENTS

	<u>Page</u>
Highlights	1
Introduction	2
Data Limitations	2
Program Description	3
Parent Characteristics	7
Evaluation	10
Conclusions	11
Appendices	
A. Program Goals and Public Act 85-1046.....	12
B. Special Events.....	15
C. Advisory Board Members of Projects.....	16
D. Collaborating Agencies and Programs.....	17
E. Evaluation-Parents' Survey.....	18
F. Parents' Comments.....	21

TABLE OF TABLES

<u>Table</u>	<u>Page</u>
1 Number of Workshops, Hours of Instruction and Parent Participants by Instructional Areas	3
2. Community Service Agencies Involved.....	5
3. Other Educational Programs Providing Cooperative Services.....	5
4. Distribution of Parents by Age Range of Children	7
5. Ethnic and Racial Background of Parents.....	7
6. Family Structure of Parents	8
7. Employment Status of Parents.....	8
8. Family Income Level of Parents.....	8
9. Educational Background of Parents	9
10. Age Group of Parents.....	9
11. Marital Status of Parents	9

HIGHLIGHTS

This report summarizes data gathered from the FY 91 Model Pilot Early Childhood Parental Training Program. In FY 91, 31 projects served parents in 121 school districts compared to 20 projects and 91 school districts in FY 90.

The following are brief highlights of the findings:

- More than 34,000 families were contacted and 15,616 parents were served.
- A total of 10,810 workshops were conducted with a total of 15,384 hours of instruction delivered in seven basic areas of parenting. In addition, projects provided family activities and special events which enhanced parent involvement (3,310).
- Most of the workshops (8,958) were scheduled on weekdays and 3,448 workshops were held on school premises. The times of workshops were evenly divided among mornings, afternoons and evenings.
- All projects involved a high degree of collaboration with other agencies and other programs. Different agencies and businesses enthusiastically supported this program.
- All projects provided child care or child care reimbursement, with 15 of 31 projects providing transportation and 13 projects providing transportation reimbursement for the participants.
- Almost 50% of the projects (15) had an educational newsletter for parents. A total of 15,330 parents received these newsletters. The frequency of newsletters varied from two times a year to monthly.
- A total of 139 professional personnel (42.1 FTE) were directly involved with the program. Another 135 were involved on a contractual basis for the purpose of providing instruction.
- From the one million dollars appropriated for this program, \$966,652 were spent. Private funds of \$21,667 were donated, participant fees generated \$9,897 and other state agencies provided \$15,253. Local school districts also provided a total of \$50,742 to the projects. The total expenditure for this program was \$1,064,211.
- Most parents reacted very favorably and enthusiastically toward the program. In general, parents felt that most of the workshops were very helpful and expressed an interest in more instructional training.

The report that follows describes the different projects in the program, their characteristics and reactions of the parents served.

INTRODUCTION

Public Act 85-1046, effective July 13, 1988, provides that the State Board of Education "shall implement and administer a grant program consisting of grants to public school districts to conduct model pilot early childhood parental training programs for the parents of children in the period of life from birth to kindergarten"

Background

The focus of the Model Pilot Early Childhood Parental Training Program is to help parents develop the skills and confidence needed to encourage and foster their children's healthy development, thereby enhancing their children's ability to function well on school entry. By involving parents early in their children's learning process and familiarizing parents with schools, this program's goal is to help parents develop positive feelings toward school as well as communicate to their children the importance of education. Even though this program reaches parents of children other than those considered to be at risk of academic failure, it also complements existing early childhood education program which incorporate parental training as part of the services to young children. See Appendix A for a copy of Public Act 85-1046 and program goals from the Request for Proposal.

The Fiscal 1991 appropriation was one million dollars, the same as in FY 90. In FY 91, 31 projects were funded compared to 20 in FY 90.

DATA LIMITATIONS

Limitations in the evaluation of this program are related to the short period of time for implementation (first full year), low response rate to data collection efforts from program participants and differences in application of evaluation procedures at the project level. It should be noted that all data used in this report are self-reported and were gathered using a written survey.

Information about the characteristics of parents was reported by only 50% of the participants. Therefore, caution should be exercised in interpreting and linking parent characteristic data to program outcomes.

Evaluation of the local program involved the administration by each project, of an ISBE developed parent questionnaire. However, about 7% of the parents responded to the questionnaire; therefore any generalization from the results of this local evaluation is limited.

It is also difficult to measure program outcomes in terms of changes in parent behavior, attitude and parenting skills in the short period of time that this program has been operational.

PROGRAM DESCRIPTION

The purpose of the parental training program is to provide instruction and training to parents in seven basic areas of parenting:

- Child growth and development
- Child birth and child care
- Prenatal and postnatal care for infants and mothers
- Prevention of child abuse
- Family structure, function and management
- Family relationships
- Parenting skill development

Program Characteristics

The data in Table 1 show the number of workshops, hours of instruction and number of parent participants by the seven areas of instruction. A total of 10,810 seminars/workshops and 15,384 hours of instruction were provided by the 31 projects.

Table 1: Number of Workshops, Hours of Instruction and Parent Participants by Instructional Areas

Areas	Number of Workshops/ Classes	Number of Hours of Instruction	Number of Parents Participating
Child Growth & Development	2,521	2,646.6	5,315
Child Birth and Child Care	2,074	3,978.5	3,926
Prenatal and Postnatal Care for Infants and Mothers	625	1,077.5	2,576
Prevention of Child Abuse	581	1,049.5	4,213
Family Structure, Function and Management	772	1,413.7	4,436
Family Relationships	3,138	3,294.9	10,207
Parenting Skill Development	1,099	1,923.7	6,167
Total	10,810	15,384.4	36,840*

*Duplicated number

Parents also received instruction in the areas of communication, building self-esteem, handling stress and anger, and sibling rivalry. Activities in craftmaking, cooking and book discussions were also provided to build parents' sense of confidence and competence. Some projects had group meetings and discussions for parents along with social gatherings designed to help parents realize that others have similar problems and frustrations. Some projects had drop-in hours during which parents could come to use the facilities of the child care room and parent room or to consult with a staff member.

Activities requiring direct interaction between parents and children were provided at 8,651 workshops attended by 13,865* (duplicated number) parents. These workshops provided parenting training through demonstrations of age-appropriate activities including toy making, cooking nutritious fun food, and the development of other skills which reinforce the bond between parent and child.

In addition to providing training for parents in seven basic categories, programs also organized about 60 different special events and family activities such as picnics, holiday parties, pajama time story hours, luncheons, field trips, potlucks, music parties, Family Fun nights, C.P.R. classes and fire department presentations. About 3,310 parents and 1,545 children were involved in these activities. (See Appendix B.)

These events provided opportunities for all members of the family to come together to play, meet other families and celebrate community and cultural events.

Projects also mailed educational newsletters to parents. Almost half (15) of the projects, had an educational newsletter which was received by a total of 15,330 parents. The frequency of the mailings varied among projects with monthly and bi-monthly patterns being the most frequent.

Community Outreach, Collaboration and Cooperation

Parents were informed about the program through media advertisements and community news bulletins; distribution of fliers in grocery stores and local businesses, and placing announcements at churches, daycare centers, schools and libraries. The largest number of expectant and new parents were reached directly at hospitals, clinics and physicians' offices.

The early success of this program is partially attributed to the hard work of educators and community leaders from various facets of society serving on advisory boards and facilitating cooperation and collaboration among community service agencies. A total of 21 projects had an advisory board comprised of from 8 to 47 members. Appendix C lists some of the agencies represented on advisory boards of different projects. The input and cooperation among agency representatives ensures the probability of providing a comprehensive, unduplicated network of services in early childhood programs. All 31 projects collaborated with other community agencies (Table 2). The data indicate that projects collaborated more frequently with hospitals, adult education programs and libraries. Appendix D lists some local agencies collaborating with the program which are not mentioned in Table 2.

Table 2: Community Service Agencies Involved in the Parental Training Program

Agency	Number of Projects
Public Health	24
Department of Children and Family Services	23
Department of Mental Health	13
Adult Education	27
Hospitals	27
Community College	23
University	14
Day Care	18
Library	25
Public Aid	17
Other (see Appendix B)	17

All projects involved collaboration activities with other educational programs. Table 3 provides the number of projects which developed activities in cooperation with other educational programs.

The At-Risk Prekindergarten and Special Education programs were cited as programs most frequently linked with the Parental Program.

Table 3: Other Educational Programs Providing Cooperative Services

Program	Number of Projects
Prekindergarten At-Risk	28
0 thru 2	16
Chapter 1	14
Head Start	22
Special Education	24
Women, Infant Care	21
Other (see Appendix C)	16

Ancillary Services

Additional services provided by projects included transportation and child care for all participating parents. Fifteen projects provided transportation for parents with all 31 projects providing direct child care or reimbursement for child care services during classroom instruction. All projects have established book and/or toy lending libraries for parents.

Personnel

The projects employed a total of 139 qualified personnel (42.1 full-time positions) in parental training, with an additional 135 professional personnel being hired on a contractual basis. These personnel included, but were not limited to, certified teachers, counselors, psychiatrists, psychologists, social workers, early childhood specialists, university professors, registered nurses and physicians. Some projects provided child care services during the workshops with assistance of students from child care classes.

Subcontract

School districts were allowed to contract with other districts, private schools, not-for-profit corporations or governmental agencies to conduct this program. However, school districts were responsible for ensuring compliance with the terms and conditions of the grant.

A total of 6 projects subcontracted the implementation and operation of their programs; another eight projects subcontracted part of their activities. Hospitals, universities and non-profit organizations were the major subcontractors in FY 91.

Finance

The State Board of Education allocated one million dollars in FY 90 to twenty (20) projects. Since the grants were awarded late in May of 1990, most projects were not able to spend all their allocation by August 30, 1990. Consequently, projects were given permission to extend the grant period to December 30, 1990. This provision made it possible for ISBE to fund 31 projects with one million dollars allocated in FY 91.

The Parental Training projects were also allowed to establish fees and collect such charges as were necessary for attendance at courses in an amount not to exceed the per capita cost of operation. A project could waive all or part of such charges if it determined that the parent was indigent or that the educational needs of the parent required his or her attendance at such courses/classes. Twelve projects collected a total of \$9,897 from the participants. Seven projects also received a total contribution of \$21,667 from private funds. Two projects received a total of \$15,253 from other state agencies. Local school districts also provided a fund; 3 projects reported receiving a total of \$50,742 from school districts. Projects expended a total of \$966,652 from the state grant fund. The total expenditure for the parental training program was \$1,064,211.

PARENT CHARACTERISTICS

The data on demographic and socioeconomic characteristics of the parents are incomplete. The ability to make conclusive statements about the general characteristics of parents participating in this program is limited and should be tempered with the understanding that the data represent a small percentage of the total participant population (28-47 percent). Tables 4-11 provide the characteristics of parents who responded to the survey.

Table 4: Distribution of Parents by Age Range of Children

Parents	#	%
Expecting their first child	1,380	20
Have a child below three years	1,929	28
Have a child 3 to 5 years	1,231	18
Have more than one child from birth to 5 years	<u>2,392</u>	<u>34</u>
Total*	6,932	100

*Represents 44 percent of parent participants in the program

Table 5: Ethnic and Racial Breakdown of Parents

Ethnicity	#	%
White, not of Hispanic Origin	5,328	77
Black, not of Hispanic Origin	1,086	16
Hispanic	255	4
Asian or Pacific Islander	190	3
American Indian or Alaskan Native	14	-
Other	<u>62</u>	<u>1</u>
Total*	6,935	100

*Represents 44 percent of parent participants in the program

Table 6: Family Structure of Parents

Family Structure	#	%
Both Parents at Home	3,886	72
Single Parent at Home	1,262	23
Adult Other than Parent	99	2
Other Situation	<u>124</u>	<u>2</u>
Total*	5,371	100

*Represents 34 percent of parent participants in the program

Table 7: Employment Status of the Parents

Employment Status	#	%
Unemployed, not seeking employment	1,558	26
Unemployed, seeking employment	930	15
Part-time (less than 20 hrs. week)	744	12
Full-time (more than 20 hrs. week)	<u>2,863</u>	<u>47</u>
Total*	6,095	100

*Represents 39 percent of parent participants in the program

Table 8: Family Income Level of Parents

Family Income Level	#	%
Below \$5,000	754	16
\$ 5,000 to \$ 7,499	204	4
\$ 7,500 to \$ 9,999	215	4
\$10,000 to \$14,999	324	7
\$15,000 to \$19,999	458	9
\$20,000 to \$24,999	434	9
\$25,000 to \$29,999	510	10
\$30,000 to \$34,999	438	9
\$35,000 to \$39,999	399	8
\$40,000 to \$44,999	297	6
\$45,000 to \$49,999	325	7
\$50,000 and above	<u>506</u>	<u>10</u>
Total*	4,864	100

*Represents 31 percent of parent participants in the program

Table 9: Educational Background of Parents

Educational Background	#	%
8th grade or less	121	2
Some high school, no diploma	1,025	14
High school diploma/GED	2,980	41
Some vocational or trade school	95	1
Completed vocational/trade school	122	2
Some college, no degree	723	10
Associate degree	537	7
Bachelors degree	1,217	17
Graduate or professional school degree	<u>401</u>	<u>6</u>
Total	7,221	100

*Represents 46 percent of parent participants in the program

Table 10: Age Group of Parents

Age Group	#	%
Under 20 years old	763	11
20 to 29 years old	3,338	48
30 to 39 years old	2,438	35
40 years or older	<u>439</u>	<u>6</u>
Total*	6,978	100

*Represents 45 percent of parent participants in the program

Table 11: Marital Status of Parents

Marital Status	#	%
Never married	721	17
Married	2,961	69
Widowed	41	1
Divorced or Separated	<u>567</u>	<u>13</u>
Total*	4,290	100

*Represents 28 percent of parent participants in the program

EVALUATION

Each project was required to define and conduct its own summative and formative evaluation. Evaluation procedures differed among projects and were designed to meet their own needs. However, ISBE designed a parent satisfaction questionnaire for projects to use as a part of their evaluation. Open-ended questions and suggestions about parent's likes and dislikes and comments were also included in the evaluation instruments. Since it was not mandatory for projects or parents to complete the questionnaire, the response rate was very low (about 7%). Nevertheless, data do reveal a very high satisfaction with the workshops/seminars/classes they attended. On a scale of one to five, five being most satisfied or strongly agree, the average response to almost all questions was between four and five. (See Appendix E for detail.)

Parents were also asked questions which would help measure the overall program effectiveness and outcomes (Section E in Appendix E). Of the 1,096 parents responding, 78% reported that as a result of participating in the program, they better understand how a child grows and develops. Almost half (49%) of the parents also reported that as a result of the Workshop they know more about preventing child abuse and neglect.

Although the number of parents responding to questions is a relatively small percentage of the total population served, the comments received from parents also reveal overwhelming support and satisfaction with the program.

The enthusiasm parents expressed for the program was evidenced by the numerous comments provided:

"It's made me more aware of thinking at the child's developmental stage. Everything was so good, but the best session was 'child's environment.' I got a lot of information before this class from prenatal classes or books, but this was the most enlightening."

"It has definitely made me a better parent. I would leave each program excited - wanting to try an activity with my child . . ."

Appendix F contains more parent comments.

CONCLUSION

The school year 1990-91 was the first full year of the Illinois Model Early Childhood Parental Training Program. In its first full year, the program has made progress toward accomplishing its goals, and parents responded enthusiastically. Parents from different socioeconomic strata were served in this program. Other community agencies and other state/community programs also responded favorably and reported a high rate of collaboration and co-operation with the program.

The State Board of Education is providing technical assistance with site visitations to help promote local program development and its effects.

The State Board of Education will continue to improve the response rate on parent evaluation questionnaires and will assist in developing clear and measurable program outcomes at both the local and state levels.

APPENDIX A

Goals of the Request for Proposal:

1. To establish, implement, and evaluate model pilot early childhood parental training programs (hereafter referred to as parental training programs) primarily for, but not limited to, single and married parent(s) who:
 - a) are expecting their first child within three months; or
 - b) have no children other than a child below three years of age; and
 - c) have a home and community environment such that their child or prospective child is unlikely to be subject to language, cultural, economic, and like disadvantages.
2. To establish, insofar as possible, parental training programs serving school districts of varying size, type, and geographical location.
3. To establish parental training programs that differ from each other in their organization and delivery and financing of services provided to parents.
4. To evaluate the parental training programs established through this RFP and to report the results as required by P.A. 85-1046.

Local Program Goals:

1. To offer parents of children, from birth to kindergarten enrollment, age-appropriate information on child development and alternative parenting techniques, to increase parents' understanding of the importance of the parent-child relationship, and to increase parents' ability to be responsive to their children's needs.
2. To provide parents with information on the interrelatedness of a child's cognitive, social, and physical development and to enhance their ability to recognize and encourage these various facets of development.
3. To provide opportunities for parents and children to participate together in activities designed to enhance child development and to let parents learn new ways of interacting with their children through contact with staff and other parents.
4. To empower parents to be confident and effective in their roles as their children's primary and most important nurturers, teachers, and advocates.
5. To encourage effective linkages between parents and education, health, and human service agencies in the community.

MODEL PILOT EARLY CHILDHOOD PARENTAL TRAINING PROGRAMS
PUBLIC ACT 85-1046

Sec.2-3.71a. Grants for model pilot early childhood parental training programs.

The State Board of Education shall implement and administer a grant program consisting of grants to public school districts to conduct model pilot early childhood parental training programs for the parents of children in the period of life from birth to kindergarten. A public school district that receives grants under this Section may contract with another district, private school, not-for-profit corporation or other governmental agency to conduct an early childhood parental training program. A school board shall employ appropriately qualified personnel for its early childhood parental training program, including but not limited to, certified teachers, counselors, psychiatrists, psychologists and social workers.

- (a) As used in this Section, "parental training" means and includes instruction in the following:
- (1) Child growth and development, including prenatal development;
 - (2) Childbirth and child care;
 - (3) Family structure, function and management;
 - (4) Prenatal and postnatal care for mothers and infants;
 - (5) Prevention of child abuse;
 - (6) The physical, mental, emotional, social, economic and psychological aspects of interpersonal and family relationships;
 - (7) Parenting skill development.

The programs shall include activities that require substantial participation and interaction between parent and child.

- (b) The Board shall award annual grants on a competitive basis, providing that an annual appropriation is made for this purpose from state, federal or private funds. Nothing in this Section shall preclude school districts from applying for or accepting private funds to establish and implement programs.
- (c) The State Board of Education shall assist those districts offering early childhood parental training programs, upon request, in developing instructional materials, training teachers and staff, and establishing appropriate time allotments for each of the areas included in such instruction.

- (d) School districts may offer early childhood parental training courses during that period of the day which is not part of the regular school day. Residents of the school district may enroll in such courses. The school board may establish fees and collect such charges as may be necessary for attendance at such courses in an amount not to exceed the per capita cost of the operation thereof, except that the board may waive all or part of such charges if it determines that the parent is indigent or that the educational needs of the parent require his or her attendance at such courses.
- (e) Parents who participate in early childhood parental training programs under this Section may be eligible for reasonable reimbursement of any incidental transportation and child care expenses from the school district receiving the grant from the State Board of Education.
- (f) Districts receiving grants pursuant to this Section shall coordinate programs created under this Section with other preschool educational programs, including "at-risk" preschool programs, special and vocational education, and related services provided by other governmental agencies and not-for-profit agencies.
- (g) The State Board of Education shall report to the General Assembly by July 1, 1991, on the results of the programs funded pursuant to this Section and whether a need continues for such programs.

APPENDIX B
SPECIAL EVENTS

Library Workshops
Learning Through Music
Discovery Science
Fun Fair
Picnics
Field Trips
Christmas Party
Holiday Party
Potluck
Reunions
Baby Love Baby Shower
Family Fun Night
Pajama Time Story Hour
C.P.R. Class
Fire Department Presentation
Sewing
Family Fun and Swim Night
Open Gym
Birthday Party for Teen Parents
TV and Your Child
Men's Conference

APPENDIX C

ADVISORY BOARD MEMBERS OF PROJECTS

1. Personnel at the Department of Public Aid
2. Residents and faculty of SIU Medical School at St. John's Pavilion
3. Librarians from Lincoln Library
4. Staff of Young Parent Support Services of Family Service Center
5. Care Center staff
6. Ministerial Alliance
7. Personnel from the Association for Retarded Citizens
8. The Chamber of Commerce education committee
9. Pediatric supervisors at St. John's and Memorial Hospitals
10. SIU Maternal-Child Health Clinic
11. St. John's Transition of Parenthood classes
12. Lawrence Adult Center's "Community Awareness Day"
13. Coordinators and residents of the John Hay Homes, Brandon Court and Evergreen Terrace
14. Administrators, program staff and teachers within the school district
15. Preschool Director
16. Early Childhood Director
17. Humana Hospital, Peri-Natal coordinators
18. Project Director of ECDEC and FINDS
19. Principal and Co-Administrator of FIND
20. Social Worker/Early Childhood
21. Alexian Brothers Medical Center
22. Village Health Services
23. Director of Special Services - School District
24. Director of Program Development - School District
25. Coordinator and Parent Facilitator of Even Start
26. Parent Facilitator of FIND
27. Early Childhood Teacher
28. Personnel from Parents Who Care
29. Social Worker, Kenneth Young Mental Health Center
30. Psychologist
31. Staff from YMCA
32. Personnel from Park District
33. Personnel from Public Library

*FIND - Family Involvement Nurturing Development

APPENDIX D
COLLABORATING AGENCIES AND PROGRAMS

Agencies

YWCA
YMCA
American Red Cross
Local Hospitals and Physicains
Health Department
Rotary Club
Lions Club
Special Education Co-Operative
Local Community Service Organizations
Museums
Churches
Park District
Family Resource Center
Retired Senior Citizens Volunteers
Chamber of Commerce
Department of Crippled Children

Programs

Adult Literacy Programs
Even Start
Drug-Free School Programs
Title XXX
St. Francis Right Start
Beginning Parenthood
Local Pre-School Program
Displaced Homemaker Program
Domestic Violence Shelter-SWAN

APPENDIX-E
1990 - 1991

Model Pilot Early Childhood
PARENTAL TRAINING PROGRAM EVALUATION

NAME OF PROJECT	SITE	SCHOOL YEAR
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Please complete the following questions. Your responses will help us improve our program.

A. HOME VISITS OR ONE-TO-ONE CONSULTATION

☐ YES ☐ NO	I received a home visit or one-to-one consultation.
--	---

Circle the number that best expresses your opinion about the following statements.

	Strongly Disagree				Strongly Agree	Mean Rating
1. Home visits have been helpful.	1	2	3	4	5	4.6
2. The information I received was easy to follow.	1	2	3	4	5	4.6
3. The information I received has helped make my home environment better.	1	2	3	4	5	4.5
4. The home visits have increased my confidence as a parent.	1	2	3	4	5	4.6

B. WORKSHOPS/SEMINARS/CLASS

N=232

NAME OF WORKSHOP	DATE
NAME OF SPEAKER	TIME

Circle the number that best expresses your opinion about the following statements.

	Strongly Disagree				Strongly Agree	Mean Rating
1. The speaker was knowledgeable about the subject.	1	2	3	4	5	4.8
2. The handouts/materials were appropriate.	1	2	3	4	5	4.7
3. The handouts/materials were clear and helpful.	1	2	3	4	5	4.8
4. The speaker was understanding and helpful.	1	2	3	4	5	4.8
5. The speaker made me feel comfortable.	1	2	3	4	5	4.8
6. The content of the workshop was adequate and helpful.	1	2	3	4	5	4.7
7. The workshop provided new ideas.	1	2	3	4	5	4.6
8. I plan to use ideas from this workshop at home.	1	2	3	4	5	4.7
9. The workshop improved my confidence as a parent.	1	2	3	4	5	4.4
10. The workshop improved my ability to manage/understand family relationships.	1	2	3	4	5	4.3

If there was group discussion:

11. The group discussion was very helpful.	1	2	3	4	5	4.4
12. I felt comfortable in group discussion.	1	2	3	4	5	4.4

If there was no group discussion:

13. I would like to see more group discussion versus presentation.	1	2	3	4	5	3.6
--	---	---	---	---	---	-----

D. CLASSES

	Strongly Disagree				Strongly Agree		Mean Rating
1. The time allowed for the class was appropriate.	1	2	3	4	5		4.4
2. Enough time was allowed for participation and discussion.	1	2	3	4	5		4.6
3. I would prefer more discussion and less presentation.	1	2	3	4	5		3.1
4. I would like to see more topics covering interaction between parent and child.	1	2	3	4	5		3.9
5. The size of the class was appropriate.	1	2	3	4	5		4.4
6. The scheduled time of the class was appropriate.	1	2	3	4	5		4.5
7. More classes should be offered on this topic.	1	2	3	4	5		4.4
8. The child care provided during the class was satisfactory.	1	2	3	4	5		4.8
9. I would recommend this class to others.	1	2	3	4	5		4.8

10. The following topics should be offered in the future:

N=538

11. Strengths of the Class:

12. Recommendations for Improvement of the Class:

13. Comments:

E. PROGRAM EVALUATION

1. As a result of the workshop(s)/classe(s) I attended, I know more about:
(Check all that apply.)

☐ Setting appropriate limits with young children (how to discipline)	71%
☐ Preventing child abuse and/or neglect	49%
☐ Providing good health and nutrition for young children	60%
☐ Age appropriate activities for my child	77%

2. As a result of participating in the program:
(Check all that apply.)

☐ I am more aware of available community services.	68%
☐ I spend more time playing with/talking to my child.	69%
☐ I encourage my child more often.	72%
☐ I read to my child more often.	69%
☐ I am more confident in my role as my child's most important teacher.	77%
☐ I have learned new parenting skills and techniques.	78%
☐ I better understand how my child grows and develops.	78%
☐ I realize I have a lot to learn about raising children.	70%

N=1,096

Thank you for taking the time to fill out this evaluation. Your responses will help us in planning future workshops and classes.

APPENDIX F

PARENTS' COMMENTS

"Yes, It has been an excellent source of "food for thought especially the "environment" and "discipline." More, more, more! It's really been great to hear experts discuss children - love all the information."

"I really enjoy this class, I really get good ideas. They need more of these. I really enjoy this class. I will be a new mother and I did not realize how much I did not know. I feel this will help a lot when my child is born."

"I find myself conscious of actually talking with my child instead of talking at him. I've learned to be more respectful."

"Helped me to discover the job of motherhood/parenthood."

"As a single parent temporarily, I have found many helpful ideas and suggestions in dealing with my son. My husband is overseas and will be gone for a total of 12 months. I can't wait until I can pass this information along to him. This has been a stressful time for me, but this class has taught me to be more patient with my son. I find myself paying more attention to him and interacting more than I used to. I work outside the home and evenings are the most difficult. Thanks to this class I have been able to get ideas to deal with this time of day."

"Yes, helped changed philosophy on parenting."

"They teach me methods to raise my child that I never hear of."

"More patient parent . . . greater understanding of where and who they are."

"Made me turn off the TV much more often. Keep me talking and talking and asking questions to my boy."

"I hope to be a better parent now."

"More aware of child developmental stages and how to help the child in different stages."

"I spend more time with my child in a constructive manner rather than just letting him play. I really learned more than I could ever express."

"Yes, I feel that I can enhance the potential of my baby a lot more."

"I am more confident as a parent in what I am doing with my daughter."

"Help me be more patient and use more language."

"Good suggestions for activities from teachers. Listening to other parents' suggestions, feedback, and meeting other parents in our community."

"I really have enjoyed this class. It has taught me a lot about what I was doing wrong and made me feel good about the things I wasn't doing too wrong."

"I really enjoy this class and the instructor. I hope they have more classes later on."

"Has helped in giving me a better overview of parenting. Brought a lot of ideas together."

"It showed me that I need to take more time with my child by playing with her more and talking to her more. It showed me that it is a wonderful thing to be a parent."

"A lot of things are common sense, but many ideas were brought out I would not have thought of. We really enjoyed the class. We have discussed many things brought up in the class."

"I feel that I am doing a lot of things discussed so it boosts my confidence. I also liked the play activities. I think this program would be great for home day care providers so they see why these activities are important for children."

"Ideas on age activities/games. Discipline ideas suggestions, understand more why/what kids do and raising the kids."

"I am more able to sit back and calmly react to a situation. I enjoy the things my children do."

"The childcare was very helpful. I was so impressed about the entire program. It really made me stop and think - very appropriate."

"I learned things I hadn't really thought of, like how the world looks from my child's viewpoint."

"I enjoyed the class. It was truly worthwhile and education. It has shown me where I can get more information and services to help my job as a parent be easier."

"We wish we had taken the program eight or nine months ago."

"Our household is much calmer and we've found better discipline tactics."

"We really appreciated the extra care and activities provided for our son, instead of just babysitting. He really enjoyed it."

"I have seen an increase in my son's attention span since I started doing the parent-child activities at home."

"I enjoy the class very much. It's good to get together with other mothers who have a lot of the same concerns about raising children."

"It's made me discover the joy of motherhood/parenthood."

"It has given me information I was curious about and it taught me about parenting. This is the only class I've had in parenting. It seems training can be so important for such an important job."

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